

Kirklees agrees to poly survival plan

by Paul Flether
Measures to safeguard the standard of courses at Huddersfield Polytechnic were approved this week and a threat from the Council for National Academic Awards to suspend student enrolments this year was lifted.

A meeting of the finance committee of Kirklees Council agreed to allocate an extra £100,000 to the polytechnic for books, stationery, placements, student visits and other educational needs.

The rest of the £481,000 target set by the CNAA, as the minimum necessary to maintain the standard of courses and academic standards, will come from "switching" internal funds. This includes £152,000 needed to repair the roof of the engineering workshop.

The measures are seen by all sides as a short-term solution to the polytechnic's immediate difficulties. Kirklees Council said this week it was still determined to run a "tight ship" at the polytechnic.

A major source of savings is expected to come in voluntary redundancies, early retirements and freezing of posts. The student-staff ratio at Huddersfield is 7.4:1, more favourable than the national average, and Kirklees are keen to make staff cuts.

Kirklees has set up a special monitoring system to decide which vacant posts are "essential" and need to be filled. At present, life sciences, engineering, and geography all lack departmental heads.

Councillor John Mearns, acting chairman of the council of governors and chairman of the education committee, said this week "detailed consideration" was still needed to deal with future funding of the polytechnic.

The academic heard, teachers and students feel the real problems have not been postponed. "We have taken an intermediate step, and already we have to start preparing next year's budget although this year's has just been agreed", said a spokesman for the students' union.

He said the "intangibles" of education were now seriously threatened although they were as important as academic courses. More money was urgently needed for a full counselling service and improved recreational facilities.

Recruitment for all polytechnic courses is now proceeding as normal, and a polytechnic spokesman said levels had not fallen significantly compared to last year.

Meanwhile the CNAA is preparing a full report on events during the last few months at Huddersfield, to present to a meeting of the Committee of Institutions on November 3. It is likely to call for a full review of all courses at the polytechnic, or could bring forward the next full institutional review due in early 1982.

Dr Edwin Kerr, chief officer of the CNAA, said the council was extremely concerned about events at Huddersfield.

Leader, page 27

A microchip is born in style

by Olga Wojas
Scottish Correspondent

Mr Monty Finlayson dispelled the myth surrounding the birth of the microchip when he switched on a new machine at Edinburgh University last week.

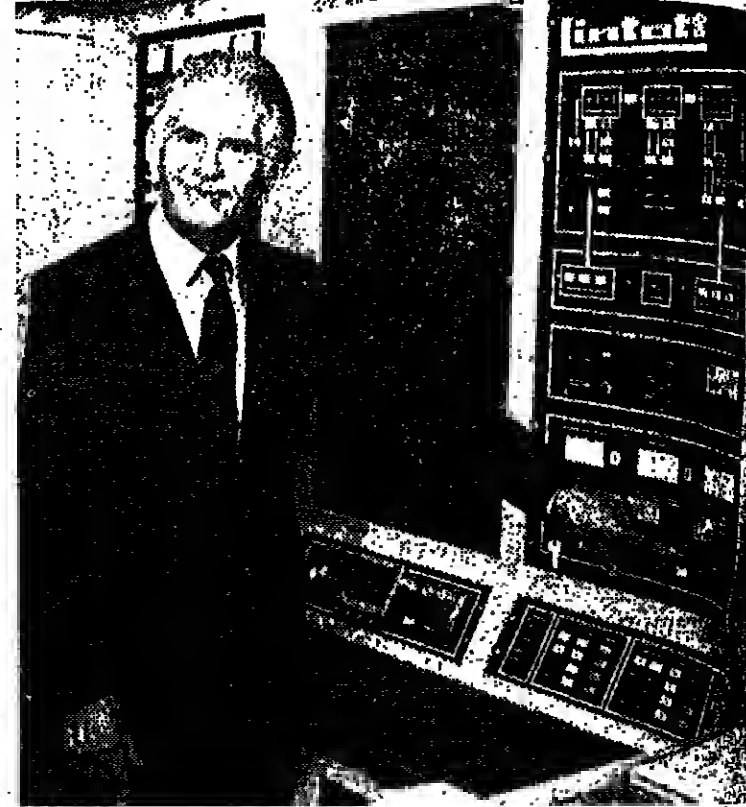
The "chips" are the offspring of one of the most advanced pieces of equipment designed and built in Britain for the job: the £250,000 Iain Implanter.

The implanter marks the final stage in establishing the university's microfabrication facility in the electrical engineering department. In return for Science Research Council funding, Edinburgh has agreed to provide technology and guidance on applied microelectronics to all other United Kingdom universities.

Mr Monty, chairman of the recent committee of inquiry into the engineering profession, warned that scientists had a responsibility to society as well as their sciences, although this had not always been recognised in the past.

It was certain that the microchip would kill industries, employment, get rid of boring and dirty jobs, and give people the opportunity to develop themselves as human beings in new kinds of employment, he said. It was absurd to ask where they would find employment.

Throughout the last century engineering had created new industries. Edinburgh's principal, Dr John Burnett, said the centre had received full backing from the SRC and University Grants Committee, supplemented by financial support and cooperation from Lothian Regional Council.



This session, the university introduces a new specialist degree in microelectronics and SRC-funded postgraduate courses. These complement the present MSc in design and manufacture of microelectronic systems and enable it to provide retraining and updating facilities in microelectronics for people in industry.

"I remain absolutely convinced of the need to continue to foster the closest possible relations between science, its application and industrial innovation and development", he said.

Union attacks training guide for unemployed

Amended guidelines for preparatory training opportunities courses for people at the bottom of the employment market are still totally unacceptable, according to the National Association for Teachers in Further and Higher Education.

The publication of the final version follows a meeting between the union and the training services division of the Manpower Services Commission at which Mr. Nathan's major changes in the first draft.

The newly published guidelines, which took two years to prepare, are to be put into operation by MSC regional staff by September next year.

Pre-TOPS courses are aimed at unemployed workers aged over 19 whose standards of basic communi-

cation, literacy and numeracy pre-vent them from competing for a job or qualifying for vocational training. The courses are provided full-time in further education colleges and adult education centres and are funded by the MSC.

Nathan's continuing concern with the guidelines lies in the restriction which are being placed on course length. They limit the average length to 13 weeks, with 25 weeks as the absolute maximum.

"In a letter to the MSC, Nathan's assistant secretary Mr. Mick Farley says: 'The guidelines' professional judgement is still that it is helpful to be provided for those adults most in need, then even 48-week courses may be too short'."

He adds: "Worse, the restric-

tions will undoubtedly change the nature of many courses already offered, thereby inevitably reducing both their usefulness and their quality."

Nathan is also concerned that the MSC's emphasis on the "success" rate of placing trainees in jobs further training will restrict the target group for pre-TOPS training to those at the top end of the employment market.

However, the union contends that the published guidelines do show some improvement over the draft in that the alleged "objectionable top" has been removed. At the joint meeting Nathan representatives had complained that the strictures over course administration and control would lead to "undesirable" tensions.

Morocco accused of running staff recruitment racket

by Sandra Hempel

A British lecturer has accused the Moroccan Embassy in London of running a recruitment racket.

Dr. Denis MacBain, who has just returned from teaching English at a university in Morocco, says that the Moroccan Embassy in London has been running a racket for some time. He also criticises the British Embassy in Rabat, which he says was unduly wary of offending the Moroccans in its handling of the case.

The accusation comes as the Moroccan Government has asked the British Government to leave its lecturers in Morocco. The Moroccan Government has asked the British Government to leave its lecturers in Morocco.

Dr. MacBain is now taking legal action to try to obtain £4,000 in back pay which he says is owed to him by the Moroccan Ministry of Education.

Among his many complaints about the treatment meted out to foreign lecturers, Dr. MacBain lists: long delays in payment of salary; long delays in payment of salary; long delays in payment of salary; long delays in payment of salary.

promised salary increase; inefficiency and hostility on the part of the Moroccan authorities and poor facilities and academic standards at the university compared with other Third World countries.

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Catholic college bid to stop merger

The governors of Craiglockhart College, one of Scotland's two Roman Catholic independent colleges, have asked the Scottish Education Department to try to prevent the proposed government merger of the colleges.

The move follows a report by a delegation of governing board members and college staff who met Scottish Education Department officials last week for preliminary talks.

"The Government has stated that there must be a Roman Catholic teacher training unit in the East of Scotland", said Mr. Patrick Grady, chairman of the board of governors. "The governors can see no reason why such a unit should be moved from its place where its functions are carried out."

"The governors are fully aware of current problems, including demographic ones, and wish to operate fully in consultation to decide how the Scottish training system can best meet the needs of the country."

Mr. Grady said the college was not prepared to accept a merger with the other Catholic college, St. Mary's, which would result in the loss of its independence.

Universities return to pay talks

by David Jobbins

The university authorities enter renewed pay talks with lecturers' union leaders early next week having effectively committed themselves to an increase of around 10 per cent.

During the negotiation talks with Government officials which eventually led to the final 1979 settlement of 17 per cent, the authorities agreed to a package deal covering two pay rounds and amounting to 33.5 per cent.

"It was an attempt to end the deadlock which followed the Gable's insistence on last May's provisional agreement of 19.6 per cent being cut back. It proved unacceptable to the Department of Education, negotiators and the idea of combining the 1979 and 1980 pay deals was never fully considered."

But it is now certain to be revived when the Association of University Teachers makes its 1980 "claim to living" claim. A meeting of the committee has been set for next Tuesday.

AUT leaders have already spoken in terms of a rise of "at least" 35 per cent and have pointed to the 18.5 per cent settlement with clinical teaching staff in the universities.

The deal abhorfully proposed last month comprised an 18.5 per cent rise to round off the 1979 settlement with a further 14.8 per cent cost of living increase to cover 1980, making a total of 33.5 per cent.

The settlement AUT leaders are unlikely to ignore is that as they eventually secured only 17 per cent of the 33.5 per cent offered by their employers during the talks, a further 16.5 per cent can be said to remain available.

The university authorities are understood to have indicated they would accept the package deal with a little to spare before they reached the Government's proposed limit, which covers all but a couple of months of the 1980 pay year.

The deal is seen as a victory for the union, which has been fighting for a long time to secure a more equitable settlement for its members.

Tory students press for loans system

The Federation of Conservative Students, Britain's largest student group, could be leading a campaign to force the National Union of Students on the national issue of student loans.

The foundation has been policy against the introduction of loans but its chairman, Mr. James, said this week he had changed his mind and was now in favour of a partial loans system. A discussion paper on loans is expected from the group by the end of October.

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Narrow margin for Price report

by John O'Leary

Moderate proposals for change in further and higher education have been adopted by the narrowest of margins in the Select Committee on Education. They will be contained in the committee's first full report, to be published on October 28.

The MPs split dramatically when faced with an alternative set of recommendations drawn up by left-wing members Mr. Stan Thorne (Labour) and Mr. Dafydd Iwan (Plaid Cymru). They included abolition of the University Grants Committee and the transfer of responsibility for planning the whole of higher education to the local authorities.

At the final session to agree the report on this funding and organisation of courses in higher education, only four of the eight voting members supported the consensus draft report of Mr. Christopher Price, the chairman of the committee.

In the crucial vote to substitute Mr. Thorne and Mr. Iwan's alternative, Mr. Harry Greenwood (Conservative) led for Ealing North, defied the Tory line and obtained Mr. John McWilliam, the second



Christopher Price

Labour member, supported the more radical package, leaving the amendment to be defeated by only four votes to three.

Four sections of this radical report were adopted by the committee, despite opposition to the complete document by the Conservative majority. They call for Government funding for the Leverhulme

inquiry into higher education, the expansion of educational technology, further talks on overseas students' fees and thorough investigation of the likely effects of introduced student loans.

Other passages moved as amendments by Mr. Thorne and Mr. Iwan were voted down, leaving Mr. Price's proposed report largely untouched apart from minor drafting changes. Attempts by Conservative members to have the alternative report ruled out of order were unsuccessful and it will appear as a defeated amendment in the published document.

Among the main recommendations expected to be included in the final report are:

● The establishment of a national body, to be known as the Committee for Colleges and Polytechnics (CCP), to take responsibility for planning the public sector of higher education.

● An independent joint secretariat to service both the CCP and the University Grants Committee, with formal contact between the two bodies through a liaison committee.

● Annual reports available to the public by all institutions detailing

activities and objectives for the future, which would allow maximum institutional autonomy, including corporate status for polytechnics.

● The abolition of the Regional Advisory Councils and the removal of responsibility for higher education from the Regional Staff Inspectorate.

● Enhanced grants for student teachers training in shortage subjects and higher tuition fees for home students to narrow the differential with those from abroad. No change is expected in local and colleges, the dual funding system of support for university research or the financing of the Open University.

Debate in the committee during the final stages of agreeing a report centred on the different emphases given to local influences by the two alternatives. While Mr. Price's draft is understood to have concentrated on national machinery, Mr. Thorne and Mr. Iwan attracted unexpected support by calling for greater local influence.

Although their radical package did not win the day, their ideas will be thoroughly aired and will gain credence from the narrowness of the final vote.

Professor in row over censorship

Professor Richard Rose, professor of politics at Strathclyde University since 1966, and a leading political scientist, has found himself at the centre of a row involving allegations of academic censorship.

The allegations are made by Dr. John Heimer, an Australian political scientist, whose 15,000-word chapter "The Illusion of the American Presidency" was dropped just before publication from a book edited by Professor Rose.

Dr. Heimer last week filed a formal complaint with the committee on professional ethics and academic freedom of the American Political Science Association, alleging censorship.

The book, *Presidents and Prime Ministers*, was financed by the American Enterprise Institute, a leading centre of conservative policy research based in Washington. It was published last month, in collaboration with the state discretionary awards of the official United States presidential election campaign.

Dr. Heimer claims that when he received page proofs of his chapter from the publishers in May, the text had been altered in a way which "clearly intended to prevent me from saying what I meant".

continued on back page

Closures recommended for Southampton

by Ngalo Creque

A working party at Southampton University has recommended the winding down of two subjects, and the closure of one department, and also a scheme to invite inadequate or idle staff to retire.

The working party, headed by Southampton's new vice-chancellor, Professor John Roberts, has made 51 recommendations plotting the university's future in the light of expected financial provision.

They constitute a "blueprint" designed to encourage and protect the university's strong or potentially strong departments, to reduce numbers and weed out dead wood. The proposals will be debated next term.

The hardest is to close down the Department of Theology, ceasing to teach degree work as soon as possible and reallocating staff within the university. The report says that student demand was falling and the department had developed along very traditional lines and had not recruited outside the established church. There was no case for Southampton to meet needs that were well-supplied elsewhere.

Another recommendation is that the department should be offered for degree work and staff should be encouraged to move elsewhere. "There is already evidence that we cannot satisfactorily and consistently supply the mainline

teaching in Russian Literature and Civilisation which we advertise" the report says.

The working party also states that Italian should not be given any priority; no extra posts should be allocated for the subject and vacant posts should not be filled, with resources diverted elsewhere. The future of Italian studies should be reviewed in three or four years.

The report points to the problem of idle or ineffective staff as an inhibiting factor common to any university. "British universities have for many years had a tradition of tolerating dead and dying wood," it says. This discredited academic life as a whole, and the privileges of this system are paid for by the public, by inadequately supervised students and by gifted young staff denied promotion.

The proposed solution is closer monitoring of staff performance and a scheme to invite inadequate staff to retire on fair terms. An annual cost of £50,000 "would be a good investment in new vigour."

The report says that initiatives in "rationalisation" should be explored. This might include sharing teaching with other institutions. Not just the universities, and examining the idea of a national scheme whereby specialists would be concentrated.

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Course figures below DES minimum

Scarcely 30 courses in colleges and polytechnics ran last year with fewer students than the official minimum laid down by the Department of Education and Science.

The annual report of the Council for National Academic Awards reveals that some subjects, particularly in the pure sciences, had an average recruitment well below the minimum of 24 full-time or 15 part-time students. The degree courses for printing and packaging had a first-year enrolment of only 11 students between them.

The 21 DES courses for physics, funded by CNAA, were only 14 last year. Students during 1979 were in mathematics, statistics and personal research. The figure was only 11. Others with average recruitment below 20 students

included chemistry, industrial engineering, materials studies, theology and town planning.

Earlier this year the DES warned that course approval would be more strictly linked to student numbers in future and the CNAA figures illustrate the danger of closure facing courses. Preliminary discussions are already under way between the DES and the local authorities about a successor to the authority, in which conditions are likely to be made still more explicit.

Minimum numbers for degree courses were laid down in 1966 and are monitored by the Regional Advisory Councils. At present, the DES stressed that flexibility would be exercised in the application of

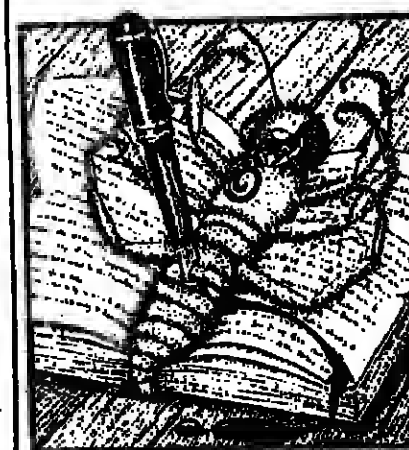
Mr. Ray Hunt, assistant secretary of the CNAA, said this week the council was concerned about student recruitment, although it was not responsible for the regional advisory councils and the DES. He admitted that some courses were running with as few as five students.

In the pure sciences, the figures were distorted by numbers on combined studies courses, he said, while some were kept running with minimum numbers because of the need for part-time provision.

Overall numbers taking CNAA degrees collapsed as they during 1979 with almost a third of students taking courses without a level of their own. The figure for the year was 10,000, down from 12,000 in the previous two years and for the first time the figures for all courses passed



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Charlotte Barry reports on the Women and Adult Education conference in Essex

When the kitchen knife can be a utensil of liberation

The first-ever European conference devoted entirely to the subject of women and adult education proved stimulating and incisive. More than 50 women (and a sprinkling of men) met for what one participant called a "kitchen knife analysis of society" and a critical appraisal of the way adult education meets women's particular needs and interests.

Participants in the five-day seminar held at Wansfell College in Essex ranged from women engaged in pioneering work in remote rural areas of Northern Portugal and France to members of university extra-mural departments and leaders of national women's organisations.

The aim of the seminar, which was organised and financed by the European Bureau for Adult Education and the National Institute of Adult Education, was to give them a chance to discuss and share their combined experience in the field of women's education.

The overall impression was of a dedicated group of feminists who are deeply committed to the task of getting adult education to cater for women's genuine requirements. But their enthusiasm was overshadowed by the sobering fact that progress will be laborious. They think there are many constraints, reminders that both adult and women's education are treated as marginal and suffer from an ever-increasing lack of resources. In spite of this they were determined to shape a strategy which they could take back and use to exert maximum influence on the policy makers in their own countries.

The truth is that women are under-represented in adult education as they are in society as a whole. Although women constitute about two thirds of students and tutors, the bulk of the female teaching staff is engaged part-time and the majority of the decision-makers are men.

The slowly changing attitudes to women in society mean that specific provision is gradually being made for them in adult and continuing education. Some of these efforts as well as traditional adult education were criticised by a number of the seminar's participants, however.

Ms Jane Thompson, lecturer in community education at Southampton University, summed up the general feeling by pointing out that liberal studies and also the kind of "education by stealth" popular with some community and basic education workers often fails to see women outside a domestic context.

"Their needs are determined largely by men, the problems already identified (depression, not coping, no sense of achievement) are seen simply as an appendage of female husband or child," she said.

Specialist programmes such as "new opportunities for women" courses can give women self-confidence and the skills to deal with some serious study while respecting the importance of traditional domestic skills. These courses which are already in wide use can lead them to new opportunities outside the home by taking their academic and vocational

needs into account and showing that education is important to women. Many go on to take degree courses or a professional qualification.

Underlying this new attitude to the education of women were two interlocking themes—the relationship of women to the power structure and their position in the economy—which dominated many of the plenary sessions, numerous workshops and conversations over meals and in the bars.

A large number of the participants seemed to agree that women must play a greater part in power structures, including education, and begin to make more of an impression on decision-making. Their approach was underlined by Dr. Joseph Hartnett of the University of Wales Institute of Science and Technology, who is about to promote a new leadership training course for women in Cardiff aimed at developing their self-confidence and giving them the tools that will help them to make policy-making positions in public life.

"Sex role stereotyping has reached women and men in such a way that they doubt women's ability to assume responsibility in public life," she said, explaining the motives behind the course. They think there are many constraints, reminders that both adult and women's education are treated as marginal and suffer from an ever-increasing lack of resources. In spite of this they were determined to shape a strategy which they could take back and use to exert maximum influence on the policy makers in their own countries.

Others, like Dr Elisabeth Stefek, an adviser for continuing vocational education in West German folk high schools, disagreed that the male-dominated power structure could be changed successfully from within. They also disliked the idea of women competing against one another in these structures on the grounds that they would become "corrupted".

In Dr Stefek's view policy is made by men for men, and although it is not expressly made against women it falls to take them into account. "Power determines the relations between men and doesn't take notice of women at all," she said. "We must analyse society as a kitchen knife and learn to handle the instruments of power. We must also analyse the position of women in male structures," she insisted.

Dr Stefek also related the position of women in the power structure to the role they have in the economy as unpaid domestic workers. The way work is evaluated means that women employed full-time in the home and as mothers are not considered as being "at work". "Emancipated women should not forget what is done in the home," she said. "Work at home is an important economic function. The important thing in adult education is to give a new sense to the family and adults exerted in it."

Although a growing number of women with children are working outside the home, most are in part-time jobs and are paid less, repetitive, without further prospects, and allow them to exert little influence on decision-making. Numerous surveys claim that most women looking for a fresh start only want to train for traditional forms of employment and only want

to attend courses in the liberal arts and flower-arranging. In the light of these, Mrs Bitten Kallert of the Norwegian Ministry of Church and Education wondered what she called the motivational aspect of women in adult education and questioned the survey methods used.

She argued that women do not express their real demands for education and training as men do because they are unaware of what is available and are put off from entering unfamiliar territory by a variety of social, cultural, financial and geographical constraints.

Yet in Norway when there was a shortage of skilled labour in the oil industry, there was an overwhelming reaction to a drive to help women to traditional male jobs such as welder, engineer or truck driver. Elsewhere, "New Opportunities" and "New Horizons" courses have hardly been able to cope with the numbers.

The seminar agreed that there should be more development of courses about women's contribution to past and present society which take the needs of less educated, working class women into account. Adult education can help bridge the gap between the highly educated, middle-class women's movement and those who do not have the skills gained from a higher education but still have an important contribution to make towards change.

By the end of five days, a strategy was emerging. At its final session the seminar called on the European Bureau to organize regular conferences for a wide range of women and men working in the area of women's education.

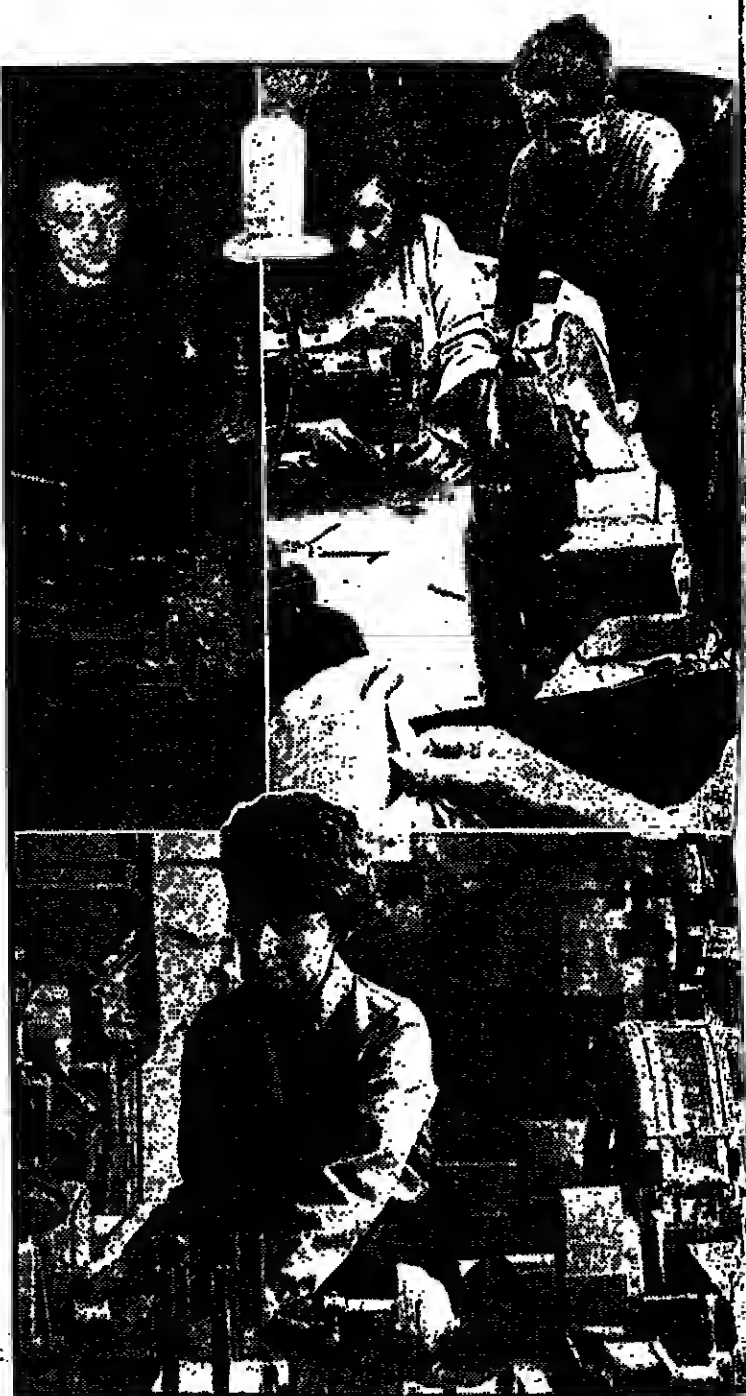
Overall, the themes raised by the seminar seemed to be representative of the main issues concerning women and adult education in Europe today. Sadly one major perspective—the experience of women in Eastern Europe—was missing.

Professor Ana Kravac of the University of Ljubljana in Yugoslavia, who is the only woman adult education professor in Europe, was prevented from attending at the last moment by her superior.

Participants felt that the overwhelming spirit of co-operation fostered by the emphasis placed by the all-women planning team on workshop and informal plenary sessions rather than formal speeches was a refreshing change from the more cut-throat atmosphere of mainstream conferences.

Women left for their own countries feeling generally boosted by their experiences of helping to build the beginnings of a network which can support them in the task of creating new initiatives and using adult education to give women access to wider society. UNESCO's annual report fund for UNESCO is intended to form the guidelines when it is published later this year.

And even the help dozen men seemed to enjoy themselves, in spite of having to sit through a constant barrage of criticism directed at male-dominated society and the traditional framework. As one said later: "It was a fascinating experience to begin to understand how women feel as the minority sex at academic conferences."



"Women's work": will it ever be done?

Short-sightedness that compounds illiteracy

The problems and needs of women entering the field of general basic education should be appraised and funds made available for a programme of positive discrimination.

In addition more attention should be directed to the specific literacy needs of women and old schemes should take the concern of women's daily lives into consideration.

Ms Juliet McCaffery, adult literacy organiser at the Friends Centre in Brighton, said in a paper, "Opportunities for Women in Basic Education" that three times more men than women seek help from literacy and numeracy schemes. This was not due to girls achieving higher standards at school but to social pressures on men which prompt them to seek help in learning to read, she suggested.

Common reasons given by men are "recent unemployment and the need to find a new job," the possibility of further training, the desire to read and help their own children, a change in family circumstances or a general desire to master a skill they have always lacked.

Significantly, the main reason given by women is the desire to be able to read to their children and to be able to help with their schoolwork.

Many women like their male counterparts feel that as they have never learned they must be unable to. But the pressures which society brings to bear on men are not brought to bear on women to the same extent so it is easier to retreat and ignore the problem, she said. Much publicity has been given to working men who have managed to "hide their secret" while doing a worthwhile job and public sympathy has been aroused over the

problems illiterate males face in acquiring and maintaining a reasonable standard of living. But women are not seen to be held back in the same way.

"There has been very little inquiry into the depressing and isolating effects of illiteracy on women, either working women or housewives," she said. "Literacy is seen in the same way as literacy in men, as a means to a better life, to a better apartment or outlying house or estate. It affects women's lives in the domestic, social and employment situations."

A group equally disadvantaged are women who have suffered from reading and writing skills at school but who left school at an early age and are now unskilled workers.

As a result of their limited opportunities they are often with the written word, have poor or limited reading and writing skills and a consequent lack of confidence in their own abilities. In spite of the growth of the "New Opportunities" courses for women, there are only a limited number of places to provide this kind of general education.

Vocational training is also a problem for this group. In spite of training opportunities, many women find they cannot meet the requirements without previous knowledge which is lacking. In addition they are hampered by the time-consuming nature of courses which do not fit in with domestic commitments and the lack of crèche facilities.

Unless women are given a right to a basic education as soon as they will fall over further in life, a situation of high unemployment and by default active government's aim of a return to home," she said.

Terry Eagleton traces the origins of literary changes which have swept Europe this century

How the critical revolution started rolling

If one wanted to put a date on the beginning of the literary critical revolution which has swept Europe throughout this century, one could do worse than fasten on 1917, the year in which the Russian Formalist Viktor Shklovsky produced his pioneering essay "Art as Device".

Wary of the impressionism and literary-historical positivism which passed for literary criticism, the Formalists sought instead to place the discipline on a more rigorously scientific footing. Literature, or rather "literariness" was to be isolated and studied as an object in its own right—as a particular set of linguistic effects, with their own laws, mechanisms and evolution. The point of criticism was no longer to thrill to ineffable beauties or to thrill to the author's biography, but to engage in hard-headed "objective" analysis of the work as a unified set of verbal "devices".

By way of the Prague Linguistic Circle of the 1930s, in which the Russian Formalist Roman Jakobson was a dominant figure, this approach gradually changed into the French structuralism of the 1960s. Like Formalism, structuralism was indebted to the "father" of modern linguistics Ferdinand de Saussure, and sought to apply his linguistic models to all social activity.

Saussure had insisted that language must be understood as a unified system of signs which had meaning only by virtue of their mutual interrelations; he was thus more concerned with the formal laws of language than with its content or reference, and chose to approach it "synchronically", as a completed whole, rather than "diachronically", as an evolving process.

For literary structuralism, this meant placing in suspension the apparent meaning or aesthetic value of the literary work, and to focus on the "deep structure" which secretly governed its operations. Texts were closed, self-equilibrating systems, made up of signifying units which had meaning only in terms of their internal relations. The literary text was seen as a "self-contained" system, a "message" just as for Saussure language—the abstract system of language—gave rise to parole or particular speech.

The task of criticism was to identify the underlying rules of these codes, the combinations of recurrent elements which produced a "surface" meaning. Like Marxism and psychoanalysis, structuralism refused to take the "obvious" meaning as the real one, floating meaning lay beneath this surface, meaning lay in the hidden mechanisms of production, and it was the function of criticism to explain these, rather than merely to reproduce what the work "said" in rather different terms.

For structuralism, indeed, what any work spoke of was precisely its internal structure. As a full-blooded intellectual movement, with mere "content analysis", structuralism tended to see every text as somehow obscuring or commenting on the very process of production in the very act of appearing to speak.

Just as the rather older school of literary phenomenology of Roman Ingarden "put in brackets" the work's content, attending instead to the very structures of consciousness it embodied, so structuralism saw the text as a mere shroud, a mere replicable product of its lawlike forms. All literary works were covert reflections upon themselves; whereas the realist work deftly concealed this fact, appearing to describe "reality" but in fact revealing its own mechanisms of production brazenly on show, as a piece of self-conscious "about" its own composition.

Some of the best structuralist criticism happened in the field of "narratology", the analysis of the latent laws and mechanisms of narrative, which could be shown to have similar deep structures. Im-

portant contributions in this area were made by Roland Barthes, A. J. Greimas, Claude Bremond and Julia Kristeva. But structuralism clearly ruled severe problems, which other critical trends were not slow to expose.

To begin with, as the Marxists pointed out, it was radically unhistorical. Like Formalism, structuralism, tended to grant the literary work an unacceptably high degree of autonomy from social ideological and other codes, recognising for the most part only the work's relations to other texts—so-called "inter-textuality"—as a relevant frame-work.

On the other hand, the work of such writers as Roland Barthes had focused upon what one might call the "ideology of form", in ways which Marxist criticism had not taken up. The ideological significance of a work was no longer to be assessed by viewing it as a passive reflex of its historical environs, as "vulgar" Marxism had supposed; it was to be found rather in its very formal dispositions, its styles and narrative structures, its generic conventions.

Some of this had already been made evident in the great Marxist criticism of George Lukács; and his disciple Lucien Goldmann had invented a so-called "genetic structuralism" which tried to unite the formal concerns of the structuralists with the historical analysis of Marxism. But both Lukács and Goldmann retained disturbing elements of a "reflexionist" approach to literature, treating it as "expressions" of "homologous" with certain historical trends.

The revival of Marxist theory in the political upsurges of the 1960s, however, which brought a new broad of "Marxist" structuralism to flower in the work of Louis Althusser and colleagues, held rather to the "relative autonomy" of every social practice from every other.

In the case of literature, this meant avoiding reductionism by seeing the literary work as the complex product of a "relatively autonomous" structure—the general mode of production of a society; its specifically "literary" mode of production; the aesthetic sub-sections of the ideological and social formations. Between all these structures, severe conflict or contradiction was possible; but such a method promised to relate "literature" and "history" without conflating the two, preserving a respect for the particularity of each field.

Marxist structuralism, especially the work of Althusser's colleague Pierre Macherey, also promised to deliver a rather more sophisticated account of the relations between "literature" and "ideology" than Marxist criticism had so far managed. For Macherey,

the ideology of the literary text was evident less in what it said than in what it did not say—in those absences, silences and slips which were symptomatic of the work's fraught relation to the ideology from which it emerged. Here once more, a purely formalist attention to the "inside" of the work, and a merely sociological interest in its surrounding history, seemed capable of "higher" resolution. Ideology was "at once beyond the individual text, and inscribed in its very letter."

Structuralism, as a primarily French phenomenon, also ran into opposition from the great German traditions of twentieth-century criticism. Roughly speaking, whereas the rationalist French concern itself with the "text" as a self-contained object, the German tradition of the "modernist" states of affairs, the text as a mechanism of production brazenly on show, as a piece of self-conscious "about" its own composition.

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often alien realm of meaning of the text.

Does the text have a "fixed" meaning, or does that meaning change historically, perhaps with each reading? What is the structure and "event" of understanding? Against structuralism, hermeneutics would claim that the text is less a given object to be dissected than a constantly shifting process, to be constructed by the reader within certain historical conventions of intelligibility.

From structuralism's emphasis on production, there is less a shift to the consumption of the activity of the literary work. In Germany, such interests are now commonly grouped under the heading of "reception theory", and associated in particular with the work of Hans Robert Jauss and Wolfgang Iser of the University of Konstanz.

A somewhat parallel concern for literary texts as "discourse" rather than "objects", involving "implied" speakers, readers and addressees, can be found in the so-called "speech act" theory of the American philosopher J. L. Austin. This criticism now increasingly popular in the United States. But Anglo-Saxon criticism was on the whole bypassed by the developments described above. The New Criticism as a kind of decontextualised Formalism, lacking the latter's theoretical richness and rigour, the pioneering school of F. R. Leavis in some ways echoes the concerns of the European hermeneuticists, but it is usually seen as a dead end.

Similar shifts away from structuralism have occurred in France, too. If the earlier Roland Barthes produced some "classically" structuralist texts, the later Barthes of a work like *Mythologies* or *The Pleasure of the Text* has effectively abandoned that model, insisting that all reading is a form of "writing" that all criticism "plays" skilfully with its object, constructing it in various ways. In the contemporary scene, which might be broadly termed "post-structuralism"—Derrida, Lacan, Foucault, Deleuze—the closed, objectivist paradigms of "high" structuralism have been splintered the apparent "naturalness"

Language is never as stable and systematic as Saussure thought; on the contrary, it is a ceaselessly ambiguous event in which meaning is never transparently present but always "deferred", always multiple and elusive. Texts are less to be analysed than to be "deconstructed". The typical post-structuralist gesture is to focus upon some "ellipsis" or indeterminacy of meaning in the work, in order to show how the work implicitly interrogates and undermines its own promising claims, how its apparent system can be unravelled into a potentially infinite chain of discourses along which the delusion of a "final meaning" can be endlessly pursued.

Such work has its roots, among other things, in Freudian theory. Just as Freud is a shift to discourse which reveals the repressed play of desire and the unconscious, so literary texts reveal an "unconscious" which continually disrupts their "repressive" systems of meaning.

As this "work" literary theory rejoins a kind of Marxism. The psychoanalytic theories of Jacques Lacan draw a distinction between the "imaginary" and the "symbolic": between that consoling state in which our ego are comforted by an image in which we can find ourselves, securely reflected, and the elusive flicker of signs, the ambiguous, enigmatic language of the unconscious, which at a deeper level constitutes us as split and divided subjects.

Domesticating ideology, exploiting "imaginary" devices in order to keep us in place, bolster up relatively fixed identities; and certain literary texts—"realism" in particular—collude in this process by making of language a more transparent window through which we can see a securely familiar world reflected back to us.

The modernist work, however, refuses this complicity, splitting and subverting us by its play of forms, scandalously revealing that all signification is essentially arbitrary. In this way they can be seen to splinter the apparent "naturalness"

of ideologies, release the desires they repress, and transform the reading subject's relation to language and history. This is not the kind of thing which Sir Arthur Quiller-Couch would have approved.

The Russian Formalists had hoped to identify an essence of "literariness" for post-structuralism, by contrast, "literature" is itself an ideological notion to be deconstructed. All writing is a form of rhetoric, metaphorical to its roots, fictive and unstable; it is just that ruling ideologies select certain "privileged" texts which they institutionalise as a form of power, and give them the name of literature. The first step, then, would not be to provide new readings of literature, but to take the very category apart.

What would such a criticism look like? To begin with, it would aim to return those activities artificially isolated as "literary" to the whole field of cultural practices. It would, moreover, strive to relate such "cultural" practices to other forms of social activity. It would refuse the received hierarchies of "literature", transmuting given evaluations and assumptions.

It would seek to engage with the language and "unconscious" of literary texts, to reveal the part they play in the ideological construction of individuals; and it would mobilise such texts, if necessary by hermeneutics, as weapons in struggle for transformation within a wider political context. Finally, it would always see "literature" as in the first place an institution, caught up in certain relations of social power, rather than as a set of isolated "works".

If one wanted to find such a criticism, already active within the present, then it has a name; feminist criticism. No other critical project has striven so consistently to unmask all of those goals, this and undeveloped, though much of it has been in the past for the furtherance of the critical revolution.

The author is a fellow of Wadham College, Oxford.

One man's meat, one woman's poison

Women constitute the majority of students and tutors in education, but they make the decisions and decide what sort of education women receive.

When major policy decision makers accept the sensible arrangements, as sound educational principles, even as sensible course offerings for women, they are not taking into account what women perceive as desirable for themselves. Ms. Dale Spender, editor of *Women's Studies International Quarterly*, said in a provocative paper.

"What men consider to be important and significant becomes the maintenance of policies and practices and yet we have increasing evidence that women and men have different experiences and very different versions of reality," she said.

What is important or significant to men may not be perceived as

important or significant to a woman, but while men are in control, it is more likely to be seen as evidence of incompetence.

The control of education by white middle class men (in Britain 97 per cent of the government of education is white men) is a factor in the failure to see the needs of women for setting the standards, defining what constitutes excellence and what tasks are to be valued.

Most people, she argued, do not think it proper or meaningful that a career group of women should be made as men they are responsible for an education system and be selected as the future controllers of it. Yet it is clear, for people controlling education and short, that people were disproportionately successful in which they are successful, and there would be a greater

I have often asked myself what has happened for more than half

Party politics crosses the binary divide

A. H. Halsey reveals the true colours of Britain's dons

Sir Keith Joseph once complained that antipathy to the free market was taught by left wing dons. He spoke from years at All Souls and might well have had the young A. L. Rowse in mind, but I doubt it. It is an old story. Some academics lent support to the buffoonery of 1968. Cambridge supplied some spectacular subversives between the wars. And Thomas Hobbes identified the seventeenth-century university as the main source of revolutionary threat.

University staff are well known to be an electoral oddity hovering in terms of party support not like a cross section of the professional classes to which they are assimilated by income and style of life, but as if they were a fair sample of manual workers. Martin Trow and I showed all this in detail in our *The British Academics* (1972). The 1976 survey conducted by Phyllis Thorburn and I again showed that if only one held the franchise Labour would lead the Conservatives by 10 per cent. The comparable figure in 1964 was 9 per cent. Moreover, if the franchise were confined to polytechnic teachers the lead would be 19 per cent.

The 1976 study can be further used for two purposes—to show the distribution of political allegiance among university and polytechnic teachers in different types of institution and in different subjects on faculties and to demonstrate the political beliefs of attitudes towards the funding and organization of the system of higher education which emerged from twentieth-century expansion.

The norms against which both questions are to be gauged are that in 1976 of university (polytechnic) staff 25.6 per cent (24.5 per cent) voted Conservative; 35.3 per cent (44.0 per cent) voted Labour; 23.5 per cent (21.2 per cent) voted Liberal; and 11.7 per cent (8.9 per cent) did not vote, with a small residual supporting the Scottish Nationalists or Plaid Cymru.

An economical way of answering these two questions is to record the proportion of particular groups who are Conservative voters, and then to compare all Conservatives with all Labour voters in universities and polytechnics with respect to their attitudes towards various facets or issues of higher education. The first question: *Who are the Conservatives?* appears in Table 1. Relatively heavy (though still far from dominant) support for the Conservative party is to be found among the professors in the universities and the heads of the polytechnic departments, the older members of the profession, the engineers and technologists, and the medical faculties. Labour support is heaviest among

the social science faculties of universities and the arts departments of polytechnics.

What does not appear is any marked political pattern among university groups. Oxford and Cambridge dons are not unduly inclined towards political conservatism. The only exception to this political homogeneity of the university world, though a rather glaring one, is the very marked support for Labour among the new universities where the Labour lead is three times as great as elsewhere.

The second question: *What does political affiliation imply for attitudes to academic matters?* is dealt with in Table 2.

The 1976 study gives evidence on two subdivisions of the general issues: attitudes towards students,

the division between universities and polytechnics, and the careers and conditions of academic employment.

Attitudes towards students are remarkably strongly correlated with political predispositions. Comparing Conservative and Labour voters, the Conservative voters are distinctly more pessimistic about the quality and motivation of their students. Looking back over the expansion of the previous decade, 47 per cent of Conservative voting university staff thought that the average level of ability of their students had dropped, whereas only 33 per cent of the Labour voters held this opinion.

Over three-quarters of the Conservatives in both the universities and the polytechnics believe that

we have now reached the point where pretty well all those who are capable of profiting from higher education have the chance to do so. Less than half of the Labour voters share this view and these are also considerably more keen to bias admission policies in favour of mature students. An overwhelming 85 per cent of university Conservatives would expel or suspend students who disrupt the functions of a university or polytechnic, compared with 44 per cent of the Labour voters. And more than half of this university and polytechnic Conservatives consider that increased participation by students in academic governance has introduced inappropriate criteria into academic decision-making. The majority among the Conservatives

want little or no role for students in admissions policy, and appointments or staff promotions, whereas these are minority opinions among polytechnic Labour voters.

The binary division is similarly a feature of higher education related to party political preferences. But the relation is also affected by institutional affiliation. The three quarters of the university Conservatives would not give a very status to any of the polytechnics, compared with 56 per cent of their Labour colleagues and half of their polytechnic counterparts at either political persuasion.

With respect to the provision of libraries and laboratories, and residential facilities, the interests of the polytechnic staff override their party political differences and they are overwhelmingly in favour of equality. It is only in the universities that the political difference emerges in the shape of greater Labour sympathy for the polytechnic cause.

The same blurred distribution of opinion obtains on the question of whether the quality of degree work in the polytechnics measures up to university standards. There is only minority support among the idea that universities should restrict themselves to the national academic subjects, leaving the newer and more vocational subjects to the polytechnics; the Conservatives on both sides of the binary line incline a little less to this view.

The structure and conditions of the academic career do not divide the academics along the political line as clearly as attitudes to students or even the binary line. There is a firm majority, drawn from all political quarters in favour of retaining the university staff as an attainment of the minority. The principal lecturership is thought by rather more than half the polytechnic staff to be a status which ought to be made part of the normal career, but the agreement is bipartisan.

Moderation in salary claims is a leftist opinion in universities but not in polytechnics. Antipathy to militant action on the other hand is very much a conservative attitude in both universities and polytechnics. Their universities and polytechnics enjoy better staff/pupil ratios than polytechnics, but the opinion is not surprisingly more strongly held in the universities, and is a conservative majority opinion in both institutions.

The author is director of the Department of Social and Administrative Studies at the University of Oxford.

Who Are the Conservative Voters in Universities and Polytechnics? (Percentage voting Conservative in defined groups)

	UNIV	POLY
All University Teachers	25.6	24.5
All Polytechnic Teachers	35.3	44.0
Professors	36.0	32.5
Heads of Polytechnic Departments	35.3	38.8
Those born before 1940	21.3	24.9
Union Members	21.3	14.1
Arts	13.0	20.6
Social Science and Administration	24.8	28.9
Science	36.3	35.5
Engineering and Technology	14.5	20.8
Education	26.1	—
Law	37.8	28.4
Medicine	—	—

TABLE 2 Attitudes of University and Polytechnic Teachers

	Conservative	Labour
Univ (Poly) Univ (Poly)	(%) (%)	(%) (%)
Expansion has lowered the average level of ability of my students in recent years	47 (33)	33 (42)
The average level of academic motivation of my students has decreased in recent years	78 (76)	45 (42)
We have now reached the point where pretty well all school leavers capable of profiting from a university (polytechnic) have the chance to attend one	83 (85)	44 (40)
Students who disrupt the functions of a university (polytechnic) should be expelled or suspended	86 (78)	65 (46)
The increased participation by students in academic governance has introduced inappropriate criteria into academic decision-making	70 (52)	47 (22)
Students should play little or no role in —	—	—
State appointments	86 (78)	65 (46)
Undergraduate admissions policy	70 (52)	47 (22)
Type and content of courses	15 (19)	7 (8)
Examination procedures and standards	45 (48)	21 (21)
Formal student evaluation of their teachers	15 (19)	7 (8)
Admissions policies should be biased in favour of mature students	45 (48)	21 (21)
Staff/student ratios must not be allowed to deteriorate further even if these mean turning down qualified students	39 (40)	92 (52)
A professorship (principal lecturership) ought to be part of the normal expectation of an academic career and not a special attainment of a minority of university (polytechnic) teachers	65 (54)	49 (49)
University (polytechnic) teachers, being among the better-paid members of the community, should moderate their demands for higher salaries	21 (54)	23 (55)
Because it is non-professional conduct, university (polytechnic) teachers should not engage in militant actions such as strikes or picketing	72 (84)	34 (32)
Polytechnics should not be given university status	76 (50)	56 (51)
Universities should have staff/pupil ratios no lower than polytechnics	78 (25)	62 (25)
Degree level work in the polytechnics is rarely of the same standard as that in the universities	45 (92)	61 (96)
There should be equal academic provision (eg, libraries and laboratories) in polytechnics and universities	63 (89)	77 (93)
Universities should restrict themselves to the traditional academic subjects, and leave newer and more vocational subjects to the polytechnics	32 (43)	26 (32)

Casting the old boys' network aside

Helen Roberts and Dale Spender argue for positive action to stop sex discrimination

The first reports on the campaign for women's equality in the United Kingdom are seen to be forthcoming from the Equal Opportunities Commission. We can reasonably expect findings that show once again that when men vote the criteria, when all short, and who can reasonably expect once again that the commission will attempt to use its persuasive powers to promote change.

One proposal which the EOC might promote more forcibly than it is doing at present is that of affirmative action, described by Jenny Thornhill in the US context (WHES April 1980) in a conference in Manchester. The women and higher education committee of the EOC indicated that they might be in favour of such a proposal. But it was recognised that there might not be wide support for such a policy, with some people opposing it on the grounds that they do not know what affirmative action implies, and some people opposing it on the grounds that they do.

In essence, affirmative action policy means a redistribution of power by affirming the existence of women as (at least) half the human race.

working on a National Council of Civil Liberties affirmative action project points out that the word could be used in a variety of positive action areas within the existing law. She is looking into positive action possibilities at Thames Television. Mary Jo Foyall of the Equal Pay Unit at the London School of Economics is engaged in an action research project on positive action in banking, and the TUC Women's Advisory Committee is looking into the area of positive action in general.

What does affirmative action mean? It is the closing down of university and polytechnic departments of the closure of the smaller colleges, and of the lack of availability of discretionary grants for married women students. Far from positive action, it appears that the situation of women could well be getting worse.

Even given the financial cultural and political constraints, some recommendations which would reverse the form of positive discrimination we have already in this country, that is, positive discrimination in favour of white males.

for them child care arrangements are built into the system. This is how positive discrimination has worked for them. In demanding child care facilities as the prerequisite for affirmative action, we are only redressing the balance of post-preferential treatment for men.

In higher education, despite the UGC ruling that crèches and nursery provision cannot be financed out of general funds, it might not be unrealistic to mount a child care campaign. The numbers game, with rolling rolls, may actually lead institutions to reconsider their policies as a carrot to catch the market of young mothers. Child care may not be close to the heart of the educational administrator (usually male), but keeping up admissions certainly is. So while present cuts may make provision of this kind seem unlikely on the level of allocation of extra funds there is a good number argument for the provision of such facilities through reallocation within existing budgets.

The second form of affirmative action open to us even within the current climate is, like the first, nothing to do with the American model of goals and timetables. The closure of some of the smaller colleges has been a serious blow to women students and potential women students.

We have the plans and resources available to mount affirmative action courses for women students in colleges all over the country. To some extent this is already being done in NOW colleges and at the Open College, but we need to expand what is available and one way of fighting the cuts is to see this as a way forward. It has been suggested that one of the reasons why we have no coherent policy for higher education in this country is that higher education affects such a relatively small proportion of the population that the government wants to over-commit or over-emphasize this area. Possibly if we were to adopt a policy of education which were relevant and affected a larger proportion of the population, rather than a small elite, it might make sense in political terms to "miss" the

Most people who are concerned about the

form that affirmative action policies could make have given much emphasis to teacher training. There are few if any programmes within teacher education and in-service training that make sexism (the positive discrimination in favour of males) a priority or even part of the curriculum. Yet it seems to be a general agreement that teachers could play a role in reversing the patterns that perpetuate sexism.

Other strategies could also be helpful. Making attempts to award research grants to those who are "outside the network" are not only help promote more research on women, but also suggest that when women are engaged in childcare, provision be made to ease their teaching load, and not their research (for their promotion prospects will suffer from being out of research).

The dissemination of information can also be useful. The United Nations has issued posters which indicate that while women are two-thirds of the world's work force, they are only one-tenth of the world's wages. The EOC could publicise some of the startling statistics in Britain, they could begin a series of Byrne's claim that 97 per cent of the most important research in Britain is male. Perhaps one of the most far-reaching and fruitful proposals and one that we might have to consider, is that which we put forward at Cambridge at the conference on "Sex Differentiation and Schooling". There is no reason why positive action should be confined to the existing laws, so long as we are sufficiently imaginative. In the EOC's case, indeed, it looks as if the guidelines they are drawing up for distribution to institutions of higher education.

Helen Roberts is a senior researcher at the College in West Yorkshire and Dale Spender is the author of *Women's Studies* (Longman Quarterly).

Purges are still commonplace in Chilean universities, writes Manuel Antonio Garretón in our academic freedom series

Junta dirties its hand in 'operation clean-up'

Since the military coup of September 11, 1973, all Chilean universities in admissions policy, staff appointments or staff promotions, whereas these are minority opinions among polytechnic Labour voters.

The binary division is similarly a feature of higher education related to party political preferences. But the relation is also affected by institutional affiliation. The three quarters of the university Conservatives would not give a very status to any of the polytechnics, compared with 56 per cent of their Labour colleagues and half of their polytechnic counterparts at either political persuasion.

With respect to the provision of libraries and laboratories, and residential facilities, the interests of the polytechnic staff override their party political differences and they are overwhelmingly in favour of equality. It is only in the universities that the political difference emerges in the shape of greater Labour sympathy for the polytechnic cause.

The same blurred distribution of opinion obtains on the question of whether the quality of degree work in the polytechnics measures up to university standards. There is only minority support among the idea that universities should restrict themselves to the national academic subjects, leaving the newer and more vocational subjects to the polytechnics; the Conservatives on both sides of the binary line incline a little less to this view.

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Flashback: soldier burns books in Santiago after the coup.

splintering. More than aiming for indoctrination within the ranks, the government's ideological weakness leads it to rely upon censorship and even silence in the face of expulsions and vetting which seek to eliminate the slightest hint of criticism or independence.

Academic freedom and independence in other spheres of social life are closely inter-related, and the case of Chile makes this perfectly clear. In society as in the university, the inability to incorporate the principles of consent and legitimacy leads to the indefinite suspension of military rule and to the transformation from an "exceptional" state of affairs into everyday normality.

Under regimes, where academic freedom is not respected, it must remain something to be fought for, by a difficult process of conquest, so long as the society is under an authoritarian regime. The struggle for academic freedom is part of the wider struggle for democracy. (The author is a Chilean, this struggle on the part of researchers and professors, many of whom have been expelled from the universities, for the right to research, debate and teach freely, takes on the form of the conquest of space.)

The authoritarian and indoctrinated view of knowledge and culture has the greatest effect upon the humanities and social sciences disciplines always suspected of being useless and subversive. It is these areas that suffer most from expulsions and vetting of professors, curricula and reading matter and from budgetary cuts. In other disciplines, so long as the limits of the particular subject are respected, the activities of the authorities are restricted to surveillance, in particular of the activities of academic outside the universities.

The explanation given by an appointed rector for the expulsion of a distinguished professor of law at the University of the Concepción in January, 1980, recognized that he was not engaged in political activity. It was a question of the unacceptability of teachers who expressed political opinions outside the university, and who were "disagreeing with the government".

Under such circumstances, academic freedom ceases to be a right and is reduced to being a personal privilege extended to certain individuals by the authorities who retain the right to withdraw it at any time. The fear of becoming liable to prohibition of their activities and removal at any time from an academic post under the pretext

of some budgetary cut or of nationalization reinforces self-censorship, conformity, passivity and even silence in the face of expulsions and vetting which seek to eliminate the slightest hint of criticism or independence.

Academic freedom and independence in other spheres of social life are closely inter-related, and the case of Chile makes this perfectly clear. In society as in the university, the inability to incorporate the principles of consent and legitimacy leads to the indefinite suspension of military rule and to the transformation from an "exceptional" state of affairs into everyday normality.

Under regimes, where academic freedom is not respected, it must remain something to be fought for, by a difficult process of conquest, so long as the society is under an authoritarian regime. The struggle for academic freedom is part of the wider struggle for democracy. (The author is a Chilean, this struggle on the part of researchers and professors, many of whom have been expelled from the universities, for the right to research, debate and teach freely, takes on the form of the conquest of space.)

The authoritarian and indoctrinated view of knowledge and culture has the greatest effect upon the humanities and social sciences disciplines always suspected of being useless and subversive. It is these areas that suffer most from expulsions and vetting of professors, curricula and reading matter and from budgetary cuts. In other disciplines, so long as the limits of the particular subject are respected, the activities of the authorities are restricted to surveillance, in particular of the activities of academic outside the universities.

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The author is a fellow of the Latin American programme at the Wilson Center, Washington, D.C.

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Colleges and Institutes of Technology

DUNDEE COLLEGE
OF TECHNOLOGY
LECTURESHIP IN
MAMMALIAN PHYSIOLOGY

Applications are invited for a Lectureship in Mammalian Physiology. The person appointed will have an honours degree and a higher degree in mammalian physiology, together with research or industrial experience and will be required to contribute to the teaching and development of courses at degree and honours degree level; he/she will be expected to engage in research and course development. Salary: £5,800-£10,354 (var) - £11,207 with initial period dependent upon previous experience. Financial assistance towards the cost of removal expenses may be payable. Further particulars and application form from the Personnel Officer, Dundee College of Technology, Dundee, Scotland. Completed application forms should be returned by 1 October, 1980.

Overseas

THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY
SYDNEY, AUSTRALIA

FACULTY OF BUSINESS STUDIES

HEAD

SCHOOL OF FINANCE AND ECONOMICS

The New South Wales Institute of Technology is a corporate institution established to provide a wide range of professional courses for those entering or already employed in industry, government and technical fields. The Faculty of Business Studies offers courses at both the undergraduate and graduate levels. The Schools of Accounting, Business and Public Administration, Finance and Economics, and Marketing all participate in offering the Bachelor of Business degree and a number of Graduate Diplomas are offered. It is intended that the graduate programme will be aligned with the introduction of an M.B.A. course, possibly in 1981. The student body in the Faculty of Business Studies exceeds 6,000. The Institute now wishes to appoint a successor to Dr. O. J. S. Hargrave who has recently been appointed to the position of Chief Executive Officer of the Sydney Futures Exchange. Apart from offering core and elective subjects in the Faculty's undergraduate and undergraduate programmes the School of Finance and Economics also offers a major in Finance and in Economics for Bachelor of Business degree students. A graduate diploma in Finance and Economics is also offered. The School is developing a Finance specialisation in the proposed M.B.A. course. Applicants should have a particular interest in Economics or in Business Finance and should possess an appropriate General Qualification. The successful applicant will be required to provide academic leadership and administration in a faculty comprising the Departments of Economics and Finance. Teaching experience in higher education is essential and it would be anticipated that the successful candidate would have had extensive experience in industry, commerce, or consulting practice. As Head of School the appointee will be ex-officio a member of the Academic Board and of the Faculty Board and may be called upon in the near future to assume the duties of Dean of the Faculty.

CONDITIONS OF EMPLOYMENT

Salary will be at one of the following levels: \$45,400 (Level 3), \$48,900 (Level 4), \$52,400 (Level 5), \$55,900 (Level 6). Rates and a contribution towards removal and initial accommodation expenses will be paid to overseas appointees. A Housing Allowance scheme is also available. A limited right of private practice is recognised. Applications close on November 7, 1980. Applicants should send a curriculum vitae, copies of relevant degrees and diplomas, and a list of referees to the Personnel Officer, Faculty of Business Studies, New South Wales Institute of Technology, Sydney, Australia. Completed applications should be sent to: The Assistant General Manager, Government Offices, 66 Strand, LONDON WC2N 2LZ.

THE HEBREW UNIVERSITY
OF JERUSALEMPOST-DOCTORAL
FELLOWSHIPS

for the 1981-82 academic year in the fields of: Social Sciences, Natural Sciences, Agriculture and Medicine.

Candidates may apply at an early stage of their professional career (not later than three years after completion of their doctoral dissertation) to P.O. Box 1255, Jerusalem, Israel.

Completed applications must be received by December 3, 1980.

EXCHANGE

Drama

Assistant

Professor

located in Metro Washington, D.C. area would like an exchange position in Great Britain in College of Technology. College 1981-82 or 1982-83. Please write Mr. Hanson, No. 1302M, 3701 S. George Mason Drive, Falls Church, Virginia 22041, U.S.A.

Inspector-
Educational Psychologist
Up to £11,460 p.a. plus 25% gratuity

- Low tax area - maximum 15%
- Medical benefits
- Dental benefits
- Free passages

Applications are invited for the post of Inspector in the Psychological Services Sub-Section of the Education Department, Hong Kong. The successful candidate will be a member of a team working under the direction of a Senior Inspector, with responsibility for the provision of diagnostic and remedial services for children with learning and behavioural problems. Duties include giving psychological assessment to children and general educational guidance on individual children or groups of children; advising heads of schools and teachers on the problems of individual children; lecturing to in-service courses or seminars on the education of handicapped children; devising or standardizing attainment and intelligence tests. Applicants must possess an honours degree

- Subsidised accommodation
- Generous leave
- Children education allowance
- Holiday visits for children

in psychology from a British University or equivalent; together with an acceptable qualification in educational psychology and 5 years' relevant experience. The appointment will be for a period of 3 years. The salary scale for the post is from HK\$7,365-HK\$11,460 p.a. (approximately £7,490-£11,460 p.a.). Starting salary will depend on experience. For further information and application form, write to the Hong Kong Government Office, 6 Crafston Street, London W1X 3LH, quoting reference EDP/11460 p.a. of your letter. Closing date for return of application forms: 6 October 1980.

*Based on exchange rate HK\$1.10 = £1.00. This rate is subject to fluctuation.

Hong Kong Government

National Universities Commission—Nigeria

VACANCIES

Applications are invited from suitably qualified Nigerians for appointment to the following post in the Overseas Office of the National Universities Commission.

POST:
Director (One vacancy).

QUALIFICATION:
A good honours degree from a recognized University with considerable experience in University administration and academic matters. Candidates must also have a sound general knowledge of Nigeria, and must have the potential for successfully carrying out an overseas assignment of immense academic, administrative and social responsibilities, to the credit of the country.

DUTIES:
The Director is the head of the office and shall be responsible to the Executive Secretary of the Commission for the discharge of his/her duties and for the day to day running of the office.

The Offices for Nigerian Universities have been set up as service and overseas offices for Nigerian Universities, specifically to facilitate and handle the following functions, among others that may be added from time to time:

(i) STAFF RECRUITMENT:
The office will be responsible for advertisements of staff requirements; examining from the Universities and for collecting and forwarding applications received therefrom to the respective University for necessary shortlisting. The Office will also be responsible for the arrangement of interviews and the setting up of panels in accordance with the wishes of the University concerned.

(ii) General information and publicity on the Nigerian University system.

(iii) Arrangement for and the placement of University staff on post-graduate and other staff development courses in overseas Universities according to the need of Nigerian Universities.

(iv) Servicing of inter-institutional linkages between Nigerian Universities and overseas institutions.

(v) Servicing Technical Assistance and Co-operation agreements.

(vi) Purchase and supplies as required by the Universities and the Commission.

(vii) General welfare of University staff in Overseas countries or in transit, including consular problems.

SALARY:
Grade Level 18, i.e. N211,568-N212,720. (N21.00 equals U.S.\$1.74 or £0.80 approx.).

CONDITIONS OF SERVICE:
The successful candidate will be on a contract basis for three years, renewable thereafter by mutual consent. Appropriate contract conditions will be paid where applicable. Appointee will be paid appropriate overseas allowance to be determined by the Commission. Since the Commission is a scheduled service, officers from other arms of the Public Service can be seconded to it on appointment. An officer appointed to head an overseas office will for the time being, consider himself as specifically assigned to that post only.

METHOD OF APPLICATION:
Application (in a copy, typewritten) giving details of educational background, institutions attended with dates, qualifications, professional experience with dates, marital status, professional associations, age, and the names and addresses of THREE REFEREES should be forwarded to: The Director of Administration, National Universities Commission, 18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1222/1223/1224/1225/1226/1227/1228/1229/1230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Union views

The leap from heady holidays to union action

Coming back from a summer holiday to the TUC is usually like the moment of dramatic transition between the steam room and the ice bath in a sauna. From whatever idyllic beach or highland loch, delegates find themselves all at once plunged back into the travails and tensions of the new trade union year.

Yet I have never felt the incongruity of the switch less than this year because everywhere I went during a Scottish holiday, in town after town, everyone was talking about unemployment and the Government's mortifying economic policy. This departure to Brighton yielded more of the same, further expression of sentiments you can hear throughout the country. In Blairgowrie, for example, where the mill and the canning factory now stand idle, the town is left dependent on the chance of good now this winter for the skilling and on seasonal jobs. All the signs of collapse are visible—the youngsters standing in despondent groups in the town centre, the cardboard-filled windows, the posters in the Community Centre.

Further south, in Walkertown, in the heart of David Steel's borders constituency, a recent takeover of the Ballintyne Tweed Mill, the village's monopoly employer, had shaken most of the population out of work and on to the dole queue. No alterations are on offer and the closed mill gates along the Tweed valley suggest there is no easy move to a new pay-rail.

In both these cases what was most impressive to a visitor was the way in which the people in the towns—the shopkeepers, hoteliers, bartenders, whoever—reacted with the same vehemence, anger and sense of community to the disaster. People who might have been supposed to be the backbone of Conservative support witness the destruction of their communities and of their prospects with the same anger as those losing their work.

The point of this vacation reminiscence is that precisely this response in Scottish towns, this unity in adversity, is what the trade unionists in Brighton call on from each other. The TUC resolutions on unemployment and cuts in the public sector invoke the support "of the whole labour movement", and it is no mere formula. The truth is apparent. It is quite impossible to resist the attack on any part of the public sector without enjoying far more general support from all other parts of the movement. These same resolutions at the TUC are the offspring of resolutions carried during the spring at individual trade union conferences, where those working in each sector have come to recognize their vulnerability if they try to take on this administration on their own. We suffer what can only be described as social defeat.

But there is a precondition for creating wider support. People elsewhere in the community and in other unions have to know what you do, why it is worth doing and preserving it, and what will be lost if it is simply cut out of the economy at the whim of the Treasury ministers. The development of such knowledge is a relatively easy matter for some trade unionists and for some parts of the public sector.

nalfhe

The problems which face other recipients of public expenditure certainly face us further and higher education. We too are facing redundancy on an unprecedented scale and there is every indication that the cuts will bite still deeper. Indeed, it has become inconceivable that a NATFHE meeting can be held without some new means of decimating post-school provision: having to be discussed, whether it be unit costing, some equally unreliable and inequitable method, or a mechanism such as that contained in Heseltine's Local Government Finance Act. And our response has been taken the time-honoured course of initially forming our own plan of campaign and then calling for the widest support for education throughout the community and in the other unions.

Indeed, at Brighton, a key NATFHE motion urged many of the speakers expressed in NATFHE, calling for a defence and extension of education provision by the formation of a union of all those who are involved in education.

The author is senior lecturer in the Politics of the South Bank and chairman of NATFHE's national polytechnics standing advisory panel.

But it is at just this point that a major problem occurs. It seems to me to be far from clear that in the battle to preserve and extend the post-school sector, the wide sections of the public needed to forge such alliances have any strong impression of what goes on in the threatened institutions and why it is essential to defend them.

There are evidently at least two reasons for us being relatively cut off from the wider community. First, the complexity of finance and administration of post-school education, and secondly, the lack of decisions about it can be manipulated, defused all but the most diligent of the public needed to forge such alliances have any strong impression of what goes on in the threatened institutions and why it is essential to defend them.

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David Triesman

The author is senior lecturer in the Politics of the South Bank and chairman of NATFHE's national polytechnics standing advisory panel.

Turning aspirations to reality

Although in the kind of society in which we live it is becoming impossible to plan ahead for more than a few months it is still, nevertheless, essential that trade unions and professional associations should at least attempt to see how the future should be shaping up far the industries and professions in which their members are working.

Because of violently fluctuating economies and twists and turns in various governments' pay policies, many organisations have seemed to the outsider (and indeed to the insider) to dominate the activities of the Association of University Teachers.

Yet all the time work is continuing to look at the broader educational issues which face higher education and a great deal of time and effort is spent in attempting to protect the long-term interests of the university system and the staff and students who are part of it.

In 1980-70 the AUT produced a document *The Universities in the 1990s*. Although many of the hopes and expectations have seemed to the outsider (and indeed to the insider) to dominate the activities of the Association of University Teachers.

A draft document *Universities in the 1990s* has been circulated to all AUT local associations with a view to adopting a definitive policy in the next decade.

It is impossible within a short compass to do justice to the full range of topics covered. However, it is important to stress that the document reaffirms AUT commitment to the Robbins principles and to the aim of increasing and improving the output of research, together with an expansion of student numbers drawing greater intakes from women and mature individuals who wish to take advantage of a university education. Stress is put on the universities continuing to produce graduates who are creative and flexible in a variety of careers that may change with technological and social developments.

It stresses the importance of regulating and developing the liberal arts and to introducing the new technology of information storage, retrieval and communication.

All in all the document should provoke and stimulate, not only debate among a wide range of university academic and allied staff, but also lead to action on the part of the AUT on a broad front. We have often been accused of being too cautious and short-sighted in our action. This has been an unjustified complaint as the record will show. Nevertheless, our decisions have been taken in the interests of universities and the university system, not in the interests of the staff.

The document takes each of these points and examines them in great detail. To take one example, on the demographic argument which argues that demand for higher education will fall in the 1990s, the document says: "We should be asking for some time that such a fall need not take place and quotes the helpful statements of a similar line which the UGC and the CVCP have been making."

The Government's role in all this is of course central and it is why the AUT has, we hope, made the case that the future should be viewed not as a problem but as an untried opportunity. The policy therefore which has been laid out is that a whole number of social and economic factors are to be taken into account in the demand for university education and demography, even if it can be relied on, will turn out to be a very bad

guide as to which to plan the universal.

Although the talk of rationalizing is in the air, the document points out that continuously universities have been economizing and rationalizing and this is no new experience for the university system. However, there is a limit to what can be done and long years of Government-imposed cuts have been endangering standards of teaching and research.

While support is given to the University Grants Committee as a reasonable means of preserving university autonomy and of meeting the need of public accountability, a call is made for greater sensitivity and a more open and representative character to be implanted in the work of the University Grants Committee.

The AUT does not see universities acting in isolation, and in a rapidly changing society the document calls for special attention to be given to building up continuing education so that new skills can be acquired as necessary. In this respect there should be encouragement for the university sector and the local authority sectors of education to be encouraged to work together.

All in all the document should provoke and stimulate, not only debate among a wide range of university academic and allied staff, but also lead to action on the part of the AUT on a broad front. We have often been accused of being too cautious and short-sighted in our action. This has been an unjustified complaint as the record will show. Nevertheless, our decisions have been taken in the interests of universities and the university system, not in the interests of the staff.

Laurie Sapper

The author is general secretary of the Association of University Teachers.

Don's diary



A taste of Soviet life.

Sunday

Nothing in Chippendale's circus or Brecht's opera gives more than a faint idea of an international congress of Slavists. Only because I now know it is more fun to be a spectator than a participant do I decide not to go to Garmisch-Partenkirchen this summer. The tramway of Zagreb 1978 are still fresh. Small congresses are painfully memorable. New Zealand, where Professor Z. accused Professor L. of stealing his portfolio and in the brawl that followed ripped off the string that held up L's trousers; an occasion in Oxford when the neighbouring table of delegates to another congress were agitated that we Slavists, still sending country girls to Assunção, were allowed to meet openly. In a congress where there are 13 official languages (the Macedonian folklorist gave a talk that was understood by his claques of two) and where all papers have to be previously published and come with a cold (first offence be given to anyone), and where half the papers were devoted to the Bulgarian proletarian novel, here's Don's.

Monday

After five hours' earnest teaching, I stumble into the Common Room bar. There is a Dostoevsky-Rousseau (reps) on the wall and the walls, rafters, and ceiling are jungle green, as that it takes two glasses to dispense the fear of crouching penitents. At this point someone brings in a girl clearly undergraduate, into the bar with a possessive gesture. After bosting around the bush, we tentatively conclude that sex between staff and students might occur not just in the novels of Malcolm Bradbury, although of course it has, but in the real world. If the rules applied to Abélard and Héloïse still applied, comes a gruff voice, "the local munnery would be overflowing and there'd be quite a few eunuchs in this bar."

Tuesday

One's natural puritanism is stimulated by our Soviet language assistant, still recovering from shock at the anarchic order of our universities. We take poplark from the Soviets, but have been very lucky. Our host has an appetite for foreign food, trained of teaching (Yoruba on stage, saucy, Russian, from Bratislava, the star of menages, Sun 3's firing instructions. Our students are a relative pushover, but their inability to get up in the morning, the lack of fear and their promiscuous reading of library books and their horror of verse will never cease to amaze her.

Wednesday

Quite a few of our students are getting a taste of Soviet life: we get postcards from Veronika. It's good to all foreigners but students — they can't be visited and are only allowed to go there on the night train. There are often no fresh

vegetables, meat or hot water. Many of their teachers are really employees of other departments. They live surrounded by endemic gonorrhoea and dysentery. Their mail is opened. And yet, like the public schools, the whole experience is exhilarating simply because they know they can take anything. And sometimes they come back with better Russian than their lecturers.

Thursday

After reading an essay or two by French/Russian students I no longer know how to spell: resistant, existence, independent are all in doubt now. And, when marking is over, I count the delinquents by their absence from the pile. Repeated offenders have to be talked to, and I find it hard not to giggle at the moment of admonishment and threat. Sometimes it is the ingenuity of excuses, sometimes it is the very thought that we spend so much time enlightening bright, eager newcomers with the doubts of Camus, and the torments of Dostoevsky and then are indulgent that they find our lectures absurd and life-agonizing. Perhaps Edmund Gosse was right to call Dostoevsky "the cocaine and morphine of modern literature", but there is a shortage of harmless substitutes.

Friday

Reflecting on the Atkinson report of the teaching of Russian I feel in a sense there is a relief in having a fight in the offing, instead of just watching the subject dry up as schools—or that child-minding service that passes for schooling—drop everything that offers challenge and difficulty. Still, as Atkinson is not ruthless enough to propose forced redundancies, all he can suggest for his surplus of young academics presently teaching Russian is to have them redeployed into administration. Such a pity our college has just filled its posts of secretary and registrar; what a taste of Soviet rule they could have had.

Saturday

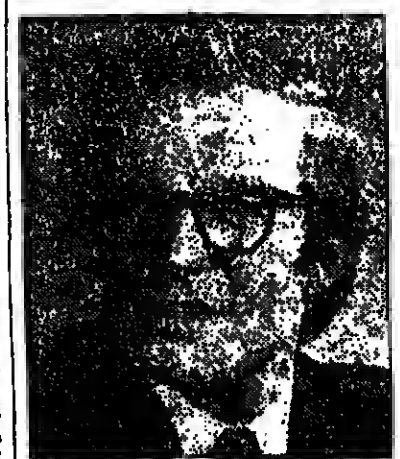
Anytime day from which anything remotely well-learned is discarded. I put on my flannel jacket (Oxford is my tailor now) and go into the woods with a billhook and cut as many brambles as I can carry. These I feed to the animals. There is no more pocketful sentence in the language than "the hungry sheep look up and are not fed." Then I gaze at our wallabies as they stuff their thumbs into their dainty mouths. There is no moral there, but the immaturity sets a relaxing example as it preps its back against a tree, sticks its tail one foot and stares vacantly into space.

Donald Rayfield

The author is head of department and senior lecturer in Russian at Queen Mary College, London University.

John Co. 1.16

They were making some pretty fearful things, like door stops and handles and ornaments which you might have thought stylistically out of date a generation ago; but the old moulds had obviously been cheap if not free. What was important was that they were working and acquiring a skill.



"Always remember. Tomorrow is the first day of the rest of your life. Oh, God. Back to His drawing board."

try 1971 that industry needs happily with qualities of "creative ability, imagination and ingenuity". Therefore it does seem necessary for the schools to develop subjects in order

such low status subjects (DES subjects, 1974). In a period of concentrated (high school) populations it is highly unlikely that such subjects will be recruited for the more able pupils of both sexes, so wherever they are

on Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

weight in a modern society?
crazy?
Yours sincerely,
JOHN BATE,
1 Worrender Park Crescent
Edinburgh, 9.

...the 1960s and 1970s
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It seems illogical to place the responsibility for a solution in the hands of the UGC, unless the UGC itself is to be transmogrified into a "pseudo-research" council which hardly seems necessary when there are already five perfectly good research councils.

councils and less to the UGC. As the failure of the former is the assumption from which Morrison has had to start, it is difficult to see how the committee can avoid recommending the latter, whenever it is asked to do so.

er up a programme of work in a disused factory near the centre of the city giving employment for a year to about 20 boys and girls, making castings in iron and steel, using the old process of sand moulding.

should be practical aid for the setting up of small businesses, especially small, craft-orientated firms that use all kinds of skills not only sophisticated ones. Some with authority ought to do some thing.

10

For the past few months *The THES* has been publishing a series of articles on freedom in various parts of the world today. Neither ethnocentric complacency nor ideological condescension really help

...the 1980s and 1970s. There was a drift away from rural and towards teaching as the main expansion, absorbed a share of the extra resources. This bias is likely to be intensified during the 1980s because teaching

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councils and less to the UGC. The failure of the former is an assumption from which Merriam has had to start. It is difficult to see how the committee can be recommending the latter, knowing that the only way to prevent

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Science Research Council has dwindling resources. It was to solve this dilemma that the Morrison commission was set up.

would experience the same difficulty in discovering research topics that were promising without being prominent.

Second, the committee really only tried to do this in one way, by asking the universities "are trusted to develop a reasonable share of their general grant to research by the college faculty giving more to the research councils and less to the UGC."

The failure of the former is an assumption from which Merrick has had to start. It is difficult to see how the committee can avoid recommending the latter, however.

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